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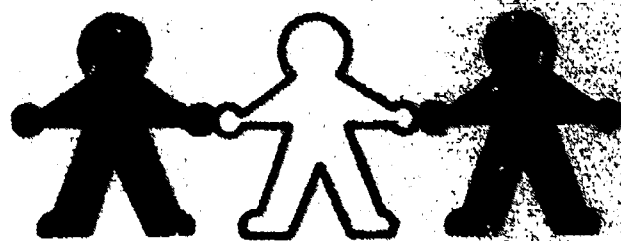
## ABSTRACT

The document represents a compilation of statistical data submitted to the North Carolina State Department of Public Instruction, Division for Exceptional Children, by the 143 local education agencies (LEAs) in the public schools of North Carolina, by the Department of Human Resources (DHR), and by the Department of Correction (DOC). The document is divided into three major sections: (1) children and services (analyzing the status of exceptional children programs statewide, by regions, and in the LEAs); (2) status of personnel and fiscal resources; and (3) status of state operated programs. Twenty-one tables and nine figures provide statistical data. Current (1982-83) data revealed that, of the 1,100,413 students reported in average daily membership (Fall, 1982) in public schools, 175,837 were identified as eligible exceptional children and were served by an LEA. An additional 2,448 students were eligible for and were provided services by DHR and DOC. The identified exceptional children in the 1982-83 North Carolina public school population. (JW) represented 16.0% of the school population. (JW)

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ED249686

# EXCEPTIONAL CHILDREN STATUS



## REPORT FOR 1982-1983

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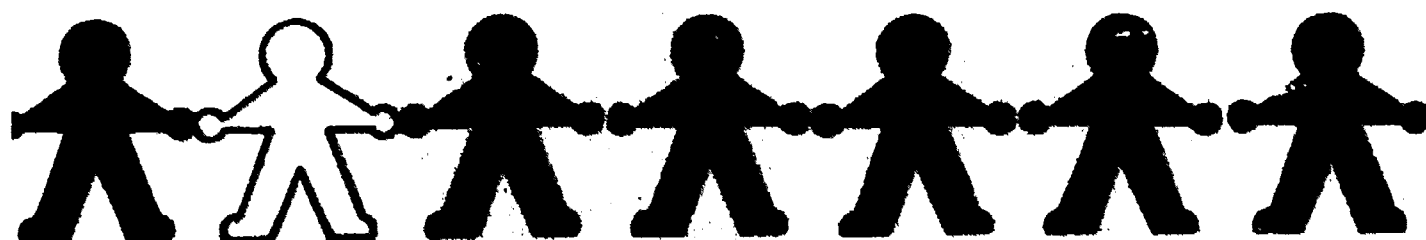
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**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
DIVISION FOR EXCEPTIONAL CHILDREN / RALEIGH, N. C.**

# **EXCEPTIONAL CHILDREN STATUS REPORT FOR 1982 - 1983**

PREPARED BY

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State Superintendent of Public Instruction

## FOREWORD

The State Department of Public Instruction, Division for Exceptional Children, is pleased to present this Exceptional Children Status Report for 1982-83. During this period, 175,837 exceptional children were served at a total cost of approximately 172 million dollars, an increase over previous years. Increases in programs, dollar support, and numbers of students served reflect the continuous support of the state's educational communities.

This publication is designed to provide a general overview of exceptional children programs and services provided exceptional children in the 143 local education agencies in the state of North Carolina.

The State Department of Public Instruction is committed to a partnership with these local education agencies to identify needs of and offer solutions to problems concerning the education of exceptional children.



---

A. Craig Phillips  
State Superintendent of Public Instruction

## INTRODUCTION

The publication which follows is a compilation of statistical data submitted to the State Department of Public Instruction, Division for Exceptional Children, by the 143 local education agencies (LEAs) in the public schools of North Carolina, by the Department of Human Resources (DHR) and the Department of Correction (DOC).

Of the 1,100,413 students reported in average daily membership (Fall, 1982) in the public schools, 175,837 (October/December, 1982) were determined to be eligible exceptional children, and were provided equal education services by their respective LEA. An additional 2,448 students were eligible and provided services by DHR and DOC. The identified exceptional children in the public school population represents 16.0% of the school population.

This report will deal primarily with the students enrolled in the LEAs and will not elaborate on the 2,448 students in DHR and DOC programs (unless otherwise specified). This is not an exhaustive report of all available data, but is a summary of facts and figures reporting the extent to which the LEAs, with assistance from the State Department of Public Instruction, Division for Exceptional Children, has identified and served the eligible exceptional children in the State of North Carolina.

No one person and/or group is solely responsible for the education of an exceptional child nor for the data presented in this report. Appreciation is extended to all who have worked cooperatively to provide the data and service to the betterment of exceptional children in the public schools and agencies of North Carolina.

  
George A. Kandy, Assistant State Superintendent  
Instructional Services Area

  
Theodore R. Drain, Director  
Division for Exceptional Children

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# EXCEPTIONAL CHILDREN PROGRAMS

The exceptional children programs in the State of North Carolina are governed by federal law (P.L. 94-142), state law (Chapter 115-C, Article 9) and by the State Board Rules Governing Programs and Services for Children with Special Needs.

The North Carolina Department of Public Instruction, Division for Exceptional Children, collects data on the number of handicapped and gifted children served by exceptional children programs, the type of special education they receive, the number and type of personnel employed to provide services to exceptional children, and the amount of money budgeted to provide special education services. The data are reported on a document titled "Equal Education Opportunities Plan" (EEOP). The EEOP provides information that is used to plan services for exceptional children and to comply with state and federal regulations.

Exceptional student data reported on the EEOP is submitted annually by each local education agency to the Division for Exceptional Children in three parts:

Part I provides information about the number of exceptional children teachers by category of certification, the source of funding for the teachers, and the type of class settings (resource, self-contained, etc.) in which they teach. LEAs also present a budget breakdown to show how they have budgeted monies allocated by the state, local, and federal governments. A headcount of students receiving funds through the Education, Consolidation and Improvement Act (ECIA), Chapter I, Handicapped, is also submitted. Students who have been served in an institutional setting and are now served by the public schools receive funds through the ECIA, Chapter I, Handicapped. These funds are transferred from the institution in which the child was last placed. Part I of the EEOP is completed on October 1 and submitted by October 10.

Part II provides a headcount of exceptional children by category of exceptionality, age, ethnic group, and type of class setting in which they are placed. Included in this headcount are the number of students suspected (i.e. those who have been referred but not yet identified) of being handicapped or gifted and the number of students who have been identified as handicapped or gifted but are not being served. Part II of the EEOP is completed on December 1 and submitted by December 10.

Part III, the End-of-the-Year Report (EYR) includes headcounts of the number of exceptional children who are served from other LEAs, who are placed outside the LEA, who have been suspended and/or expelled, and who are receiving a free appropriate public education during the given school year. The EYR also includes the number of personnel employed to provide services to exceptional children and the additional personnel needed to provide a free appropriate public education for exceptional children. Part III is completed on June 1 and submitted by June 15.

Exceptional children in North Carolina are classified into the following categories:

- AG - Academically Gifted (gifted students do not generate federal funds)
- AU - Autistic
- DB - Deaf-Blind
- EH - Seriously Emotionally Handicapped
- EM - Educable Mentally Handicapped
- HI - Hearing Impaired - Includes: Deaf and Hard of Hearing
- LD - Specific Learning Disabled
- MU - Multihandicapped
- OH - Other Health Impaired - Includes: Heart Condition, Tuberculosis, Rheumatic Fever, Nephritis, Asthma, Sickle Cell Anemia, Hemophilia, Epilepsy, Lead Poisoning, Leukemia, Diabetes, Genetic Impairments
- PG - Pregnant (pregnant students do not generate federal funds)
- PH - Physically/Orthopedically Handicapped - Includes: Cerebral Palsied
- SI - Speech-Language Impaired
- SM - Severely/Profoundly Mentally Handicapped
- TM - Trainable Mentally Handicapped
- VI - Visually Impaired - Includes: Blind and Partially Sighted

Special education classes are organized as follows:

- Regular Indirect (Regular classroom program with support services) - Exceptional children in this setting are provided services by a special education consultant/support teacher who provides consultation, media, materials, etc., to the regular class teacher.
- Regular Direct (Regular classroom program with support services) - Exceptional children in this setting receive instruction from a special education consultant/support teacher within the regular classroom setting.
- Resource (Part-time special class) - In this setting exceptional children receive instruction from a special education teacher in a special class for up to 25% of the school day - includes speech.
- Block Resource (Part-time special class) - Exceptional children in this setting receive instruction from a special education teacher in a special class for 26 to 50% of the school day.
- Self-Contained (Full-time special class) - Exceptional children placed in this setting receive more than 50% of their daily instruction from a special education teacher in a special class.

- Special Day School - Instruction is provided by a special education teacher to students who are served in a building or school which is separate from the regular classroom setting.
- Home/Hospital - Students who are unable to attend public or special day schools receive instruction from a special education teacher who visits them at home or in the hospital.

The following ethnic groups are used for reporting purposes:

- American Indian - A student having origins in any of the original people of North America and who maintain cultural identification through tribal affiliation or community recognition.
- Asian - A student having origins in any of the original people of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent.
- Hispanic - A student of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin - regardless of race.
- Black - Not of Hispanic Origin - A student having origins in any of the Black racial groups of Africa.
- White - Not of Hispanic Origin - A student having origins in any of the original people of Europe, North Africa, or the Middle East.

# CHILDREN AND SERVICES



## THE STATUS OF EXCEPTIONAL CHILDREN PROGRAMS STATEWIDE

North Carolina began funding exceptional children programs in the 1949-50 school year and served a total of 2,175 children with 55 teacher positions. During the 1982-83 school year, a total of 175,837 children (October/December Headcount) were being served in the public schools by 6,218 teachers. Data for the years between 1949 and 1976 were collected on the Principal's Yearly Report and represent a duplicated child count. Duplicated counts occurred as a result of each teacher reporting all children served. Children seeing more than one specialist (i.e., speech therapist and hearing impaired teacher) were counted more than once. Beginning with the 1977-78 school year, students were counted for the first time on an unduplicated count. That is, each child was counted by the teacher primarily responsible for his/her special education. Data from earlier years are not entirely comparable because of the duplicated count and differences in student classification. Figures for the more recent years (1977-78 through 1982-83) are comparable.

Table 1 shows the statewide totals for the past ten years of exceptional children served. Figures for 1970-71 through 1978-79 include those youngsters served in the public schools of North Carolina, but do not include those youngsters who returned to the public schools from other state-operated programs (ECIA, Chapter I, Handicapped). The figures from 1979-80 through 1982-83 include the October (ECIA, Chapter I, Handicapped) and the December (P.L. 94-142) headcounts. The code indicates all categories of exceptional children served during the ten-year period. Categories which are no longer used have been indicated by indentation and asterisks.

# TABLE 1

## Number of Exceptional Students Served in the Public Schools 1972 - 1983

	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80*	1980-81*	1981-82*	1982-83*
..	33,476	34,515	35,649	36,434	39,691	36,163	50,323	54,951	55,492	55,901	57,916
..						124	148	213	268	265	325
..						26	54	29	18	13	15
..	2,903	2,174	2,123	2,576	2,430	2,026	2,121	2,941	3,648	4,377	4,986
..	38,462	39,015	38,850	37,772	37,657	37,082	37,237	36,439	35,774	36,963	27,376
..	1,473	1,661	2,474	2,622	2,802						1,390
..							89	96	123	133	
..	1,4	708	366	1,364	1,192	918	879	1,119	1,158	1,305	
..	1,314	1,065	12,506	17,344	19,550	21,439	26,349	31,760	40,587	45,314	48,897
..					782	588	686	826	1,011	1,072	936
..						569	725	820	869	768	803
..						57	47	38	52		
..						520	412	466		252	407
..						462	781	765	794	1,000	992
..						329	208	324	333		
..	145	755	806	717	762						
..	1,341	28,348	32,344	30,466	32,203	25,543	26,412	26,471	26,289	25,596	25,745
..						467	452	663	600	712	932
..	1,000	1,200	4,034	4,424	5,035	4,975	4,803	5,232	5,368	4,848	4,613
..	1,066	500	664	529	460	628	491	600	545	495	504
..	10,445	10,000	12,428	14,748	14,564	132,245	152,224	166,160	170,940	172,881	175,837

INDICATED COUNT

- .. - Academically Gifted
- .. - Attention
- .. - Cerebral Palsied
- .. - Emotionally/Intellectually Handicapped
- .. - Trainable Mentally Handicapped
- .. - Home/Hospital
- .. - Hearing Impaired
- .. - Blind
- .. - Blind of Deafening
- .. - Learning Disabilities
- .. - Physically Handicapped

- OH - Other Health Impaired
- EPIL - Epileptic
- PG - Pregnant
- PH - Physically/Orthopedically Handicapped
- CP - Cerebral Palsied
- CR - Crippled
- SI - Speech-Language Impaired
- SP - Severely/Profoundly Mentally Handicapped
- TM - Trainable Mentally Handicapped
- VI - Visually Impaired



Figure 1 shows the percentage of growth and numbers of exceptional children identified and served in the North Carolina public schools from 1970-83. During school year 1977-78, the headcounts were unduplicated for the first time; thus, the child count declined before beginning the climb to the present level. The figures from 1979-80 through 1982-83 include both the October (ECIA, Chapter I, Handicapped) and the December (P.L. 94-142) headcounts.

The figure shows a 59.3% increase in the number of children identified/served between the years 1970 and 1977. School year 1977-78 shows a growth of only 4.8% from school year 1970-71 because of the unduplicated count being taken for the first time. For the school year 1982-83, the figure shows a 96.5% increase in the number of exceptional children identified/served from 1970 to 1983.

In select specific categories, the percentage of increase/decrease in the number of identified/served from 1977-1983 is as follows:

<u>Category</u>	<u>1977</u>	<u>1983*</u>	<u>Increase/Decrease</u>
AG	36,363	57,916	+59.3%
EH	2,026	4,986	+146.1%
EM	37,082	27,379	-26.2%
LD	21,439	48,897	+128.1%

\*October/December headcount

In the past six years the number of students classified as educable mentally handicapped (EM) has decreased by 26.1%. Changes in state guidelines and criteria for identifying EM children, primarily the additional requirement of adaptive behavior scales, are responsible for this decrease in number.

**FIGURE 1**

**Percentage of Growth and Numbers  
of Exceptional Children Identified/Served  
in North Carolina Public Schools  
Since 1970**

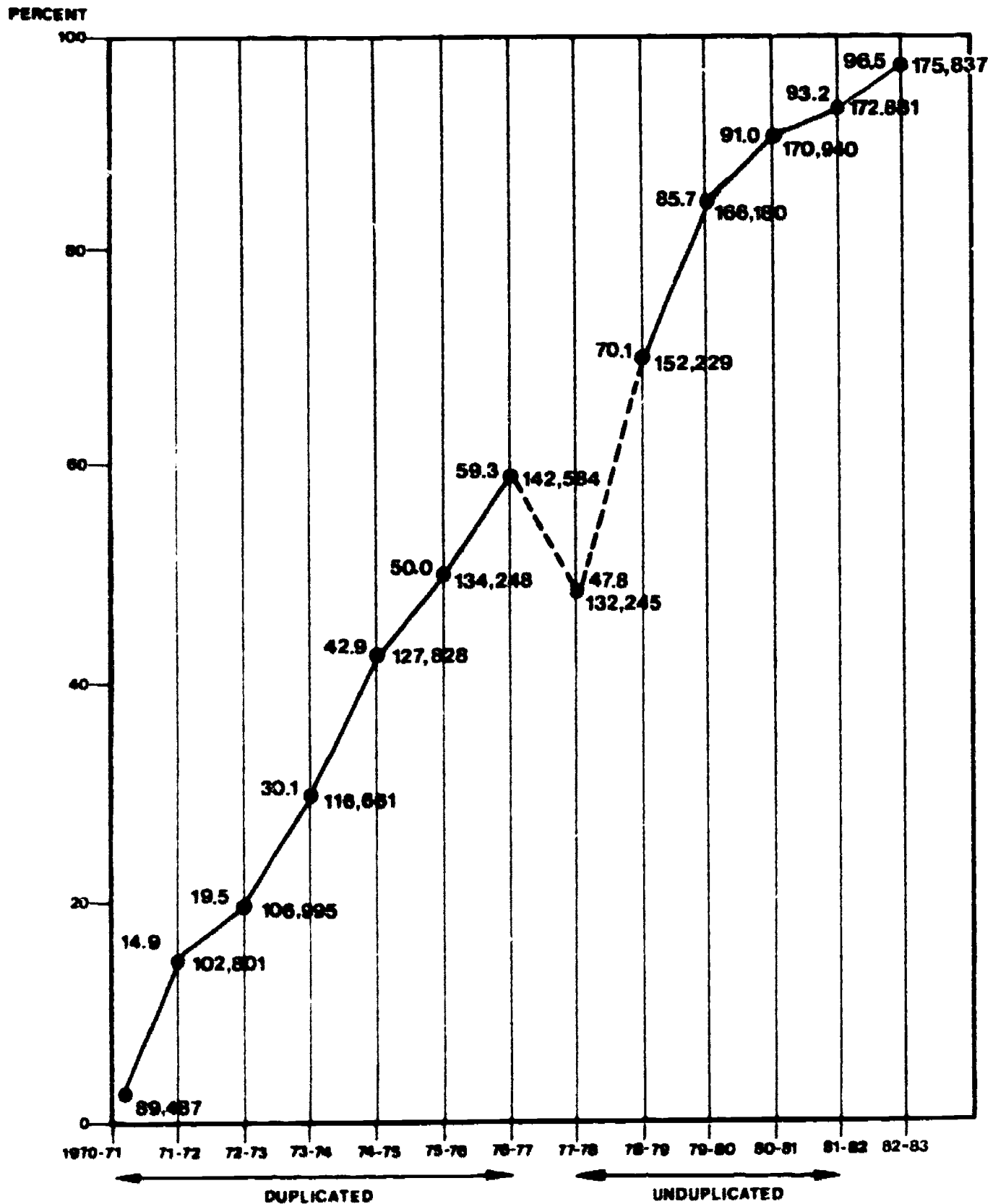


Table 2 shows the statewide total of children receiving special education and related services in the public schools by exceptionality and age. The data reported includes the October and December unduplicated headcounts.

Both counts include children currently enrolled in exceptional children programs in a public school setting. However, children counted on the October 1, ECIA, Chapter I, Handicapped, (formerly called P.L. 89-313) headcount are those who at one time were served in an institutional setting and funded under ECIA, Chapter I, Handicapped. Although these children are currently in the public schools, they receive funding from funds transferred from the institution where they were previously served and thus require a separate count.

# TABLE 2

## COMPARATIVE HEADCOUNT DATA

### Equal Education Opportunities Plan — EEOP

### Children Receiving Special Education and Related Services in Public Schools of North Carolina

#### HEADCOUNT BY CATEGORY

CATEGORY	HEADCOUNT DECEMBER 1, 1981	ECIA, CHAPTER 1 OCTOBER 1, 1981	TOTAL HEADCOUNT
AG	55,901	0	55,901
AU	224	41	265
DB	9	4	13
EH	4,307	70	4,377
EM	30,709	254	30,963
HT	***	***	***
DEAF	***	14	14
HOH	1,228	63	1,291
LD	45,260	54	45,314
MU	867	205	1,072
PH	766	1	767
EPIL	***	1	1
PG	252	0	252
PH	872	76	948
CP	***	52	52
SI	25,573	23	25,596
SP	568	144	712
TM	4,264	584	4,848
VI	461	34	495
TOTAL	171,261	1,620	172,881

HEADCOUNT DECEMBER 1, 1982	ECIA, CHAPTER 1 OCTOBER 1, 1982	TOTAL HEADCOUNT
57,916	0	57,916
257	68	325
10	5	15
4,901	85	4,986
27,126	250	27,376
1,311	***	1,311
***	30	30
***	49	49
48,843	54	48,897
758	178	936
796	7	803
0	0	0
407	0	407
873	119	992
0	0	0
25,723	22	25,745
744	188	932
4,089	524	4,613
479	25	504
174,233	1,604	175,837

#### HEADCOUNT BY AGE

AGES	HEADCOUNT DECEMBER 1, 1981	ECIA, CHAPTER 1 OCTOBER 1, 1981	TOTAL HEADCOUNT
0	0	0	0
1	4	0	4
2	34	1	35
3	175	1	176
4	309	2	311
5	4,979	22	5,001
6	7,756	85	7,841
7	10,174	121	10,295
8	12,321	147	12,468
9	14,785	154	14,939
10	17,570	158	17,728
11	18,179	173	18,352
12	16,880	163	17,043
13	15,940	132	16,072
14	14,700	94	14,794
15	12,905	96	13,001
16	10,645	92	10,737
17	8,723	74	8,797
18	3,729	55	3,784
19	994	34	1,028
20	362	16	378
21	97	0	97
TOTAL	171,261	1,620	172,881

HEADCOUNT DECEMBER 1, 1982	ECIA, CHAPTER 1 OCTOBER 1, 1982	TOTAL HEADCOUNT
6	0	6
19	1	20
40	1	41
204	0	204
387	0	387
5,459	15	5,474
7,563	30	7,593
10,186	88	10,274
12,288	124	12,412
15,062	159	15,221
16,320	157	16,477
18,337	148	18,485
18,078	178	18,256
16,386	165	16,551
14,862	138	15,000
13,262	101	13,363
11,241	92	11,333
8,994	89	9,083
3,903	61	3,964
1,127	39	1,166
395	18	413
114	0	114
174,233	1,604	175,837

\*\*\*: been combined with other categories.

Table 3 presents the 1982-83 public school December 1 unduplicated headcount by exceptionality and student age. The totals represent the number of students who were identified, have an IEP and were receiving special education services as of December 1, 1982. Although the academically gifted and pregnant do not receive federal funding under P.L. 94-142 they are eligible for state funds under Chapter 115-C, Article 9 and therefore must be counted.

Figure 2 represents the percentage breakdown of students by grade level organizational pattern. The following figures were used:

Preschool	656 students
Primary (K-3)	35,496 students
Middle (4-6)	49,719 students
Junior High (7-9)	49,326 students
Senior High (10-12)	39,036 students

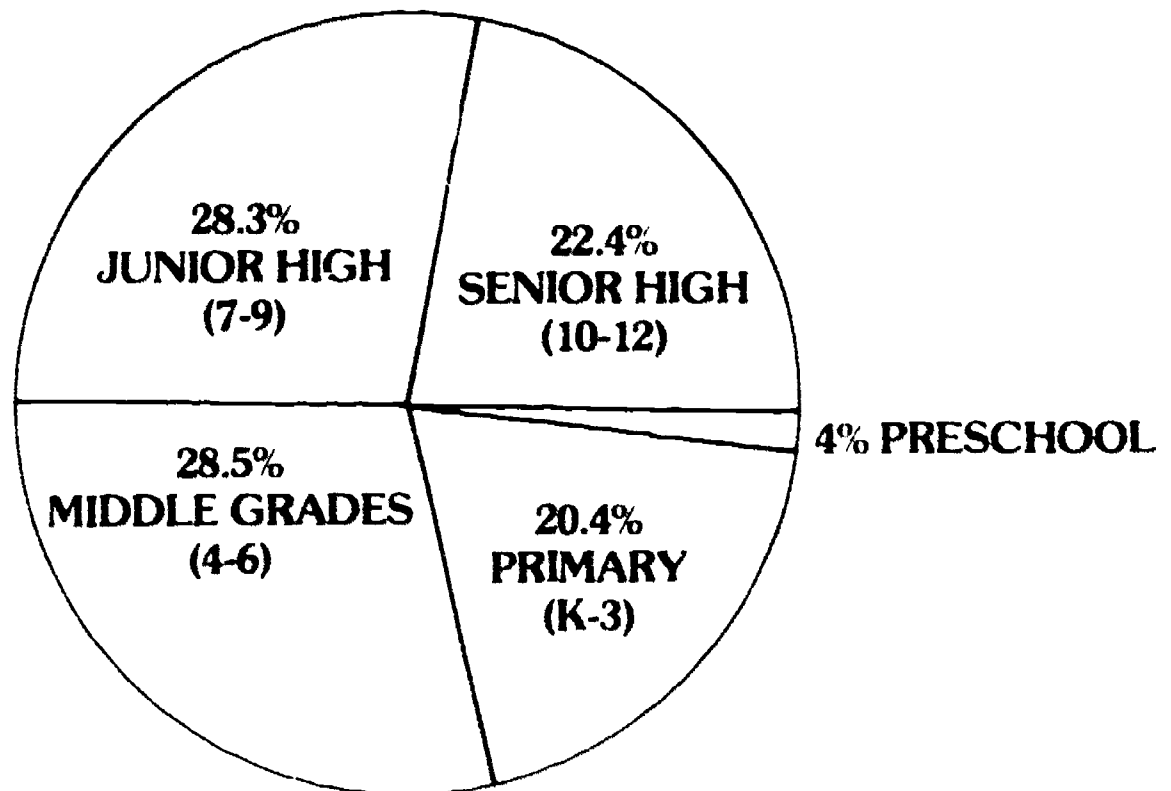
**TABLE 3**

**Number of Exceptional Children by Age**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL	
A.			350	1,981	3,543	6,044	7,087	8,524	7,884	6,417	5,144	4,010	3,611	2,785	454	2						52,916	
Alt		4	24	18	20	28	27	14	27	13	17	16	11	11	10	5				2		257	
Ph					2	1	1			1			1							1		10	
Ed		4	118	283	399	486	546	564	597	503	461	385	252	167	72	22	4	1				4,901	
Ed	3	4	27	425	816	1,182	1,522	1,841	2,182	2,555	2,835	3,024	3,175	2,770	2,434	1,561	471	9	16			27,126	
Ed	5	9	18	51	78	119	127	115	96	94	93	115	108	98	60	61	49	8	3			1,311	
Ed		5	94	517	1,631	2,974	4,115	4,751	5,398	5,619	5,527	5,279	4,786	3,711	2,786	1,781	324	19	6			48,843	
Ed	1	3	17	48	64	87	50	55	59	51	34	52	44	39	37	21	7	8	4			758	
Ed		2	4	17	45	60	55	53	50	58	76	67	81	65	78	50	28	11				796	
Ed										2	8	25	75	103	132	50	11	1				407	
Ed	6	11	9	18	29	52	64	72	63	53	66	62	59	67	56	45	60	39	23	14	11	1	873
Ed		7	94	221	4,144	5,655	4,854	3,565	2,317	1,527	1,071	733	363	222	141	90	72	23	9	8	7		25,723
Ed	4	7	21	31	71	59	80	52	46	42	47	43	38	31	26	26	29	21	20	36	14		744
Ed		5	20	23	98	142	180	189	193	195	225	297	334	336	365	374	358	290	218	185	62		4,089
Ed	1	1	3	18	22	32	35	38	41	39	51	47	25	31	31	33	20	5	3	1		479	
TOTAL	6	19	40	204	387	5,459	7,563	10,186	12,288	15,067	16,370	18,337	18,078	16,386	14,862	13,262	11,241	8,994	3,903	1,127	395	114	174,233

**FIGURE 2**

**Percentage of Exceptional Children  
by Organizational Pattern**



**TABLE 4****Number of Exceptional Children by Student Setting  
1982-83**

CATEGORY	REGULAR INDIRECT	REGULAR DIRECT	RESOURCE	BLOCK RESOURCE	SELF - CONTAINED	SPECIAL DAY SCHOOL	HOME HOSPITAL	TOTAL
AG	3,841	2,454	40,962	8,280	2,379			57,916
AU	2	1		7	230	16	1	257
DB	1	2			2	5		10
EH	342	147	1,684	637	1,803	226	62	4,901
EM	558	258	12,066	8,603	5,240	390	11	27,126
HI	359	196	427	100	215	12	2	1,311
LD	4,083	891	32,483	9,348	1,999	30	9	48,843
MU	1	17	135	66	397	112	24	758
OH	162	58	147	50	33	3	343	796
PG	2	15		2	6	244	138	407
PH	172	118	115	29	218	149	72	873
SI	1,005	2,494	21,835	143	122	79	45	25,723
SP	2		15	3	293	418	13	744
TM	3	4	75	48	2,845	1,104	10	4,089
VI	179	136	132	15	14	1	2	479
TOTAL	10,718	6,791	110,076	27,331	15,796	2,789	732	174,233

Table 4 shows the number of identified children with special needs being served as of December 1, 1982 in the various student settings. A full continuum of services is available. Of the handicapped and gifted children, 89% are being served in a mainstreamed setting.

**TABLE 5**  
**Number of Exceptional Children by Ethnic Group**  
**1982-83**

CATEGORY	ASIAN	BLACK	HISPAN	AM IND	WHITE	ETHNIC TOTAL
AG	639	4,271	74	303	52,629	57,916
AU	1	116		1	139	257
DB		4			6	10
EH	9	1,898	5	45	2,944	4,901
EM	21	17,087	12	828	9,178	27,126
HI	11	290	7	18	985	1,311
LD	30	17,994	35	727	30,057	48,843
MU	1	231	1	7	518	758
OH	4	222		7	563	796
PG		328			79	407
PH	1	162	2	15	693	873
SI	149	7,763	39	315	17,457	25,723
SP	4	284	1	22	433	744
TM	16	1,814	10	58	2,191	4,089
VI	1	150			328	479
TOTAL	887	52,614	186	2,346	118,200	174,233
% OF EXCEP. CHILD TOTAL	.51%	30.20%	.11%	1.35%	67.84%	

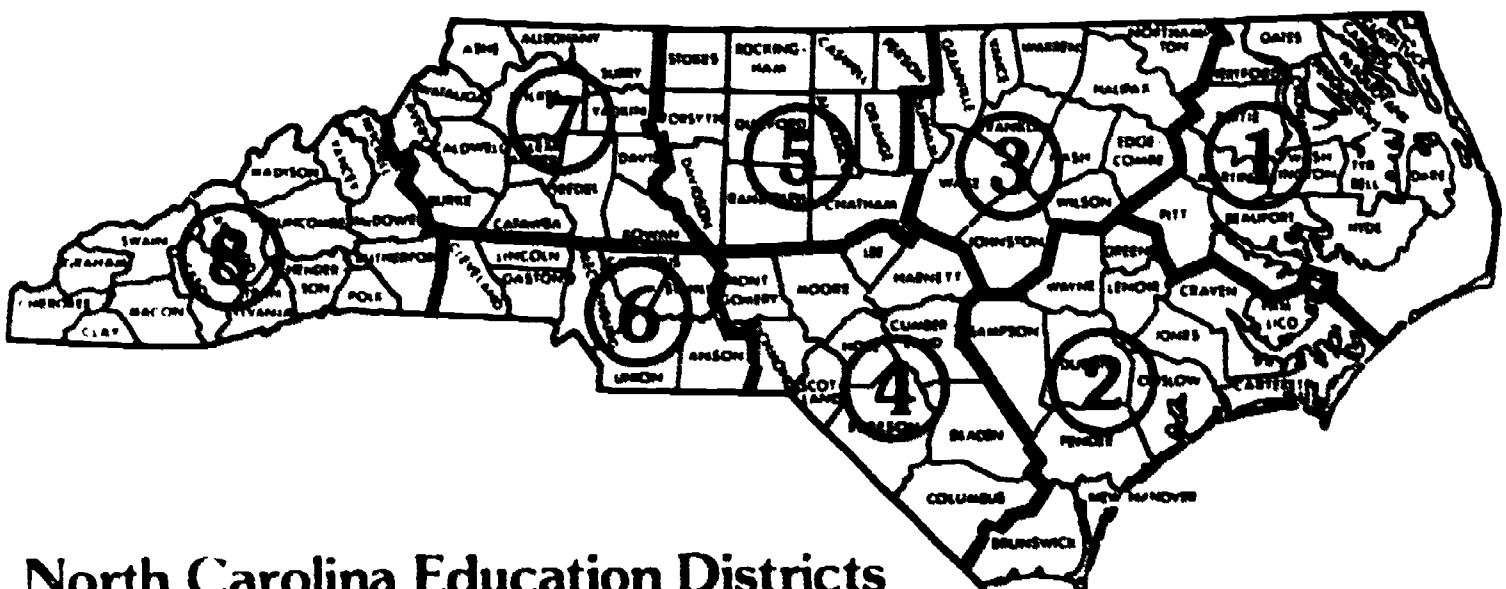
Table 5 represents the ethnic breakdown of identified children with special needs. The percentages for each ethnic group are essentially equivalent to the ethnic proportions of the school population as a whole.



# THE STATUS OF EXCEPTIONAL CHILDREN PROGRAMS BY REGION

The eight regional education centers serving the public school systems provide technical assistance to exceptional children programs through division staff located in the eight centers. Table 6 provides data on the total number of exceptional children by category and age within each region. Data are based on the unduplicated December 1, 1982 headcount.

Included on each regional chart, although not included in the totals, are the number of suspected exceptional children (SUSCT COUNT) and identified but unserved children (IDENT. UNSERVED). The suspected count represents those students who have been referred but have not yet been identified and/or placed. The identified/unserved count represents those students who have been assessed and identified as having special needs, but for some reason were not receiving special education as of December 1, 1981. Reasons include (but are not limited to) lack of personnel/funds, limited related services, lack of parental permission for placement, and/or due process procedures.



## North Carolina Education Districts

### REGIONAL CENTERS

- |                           |                               |
|---------------------------|-------------------------------|
| 1 Northeast, Williamston  | 5 North Central, Greensboro   |
| 2 Southeast, Jacksonville | 6 Southwest, Charlotte        |
| 3 Central, Knightdale     | 7 Northwest, North Wilkesboro |
| 4 South Central, Carthage | 8 Western, Canton             |

\*Rowan County, although in Education District 7, is served by the Southwest Regional Education Center in Charlotte

## Extent to Which Regions are Providing Special Education

### Region 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL	TIDWT. INSERVED
1																						1,279	5
2																						15	
3																						1	
4																						291	6
5																						1,960	24
6																						118	
7																						3,055	35
8																						64	
9																						71	
10																						17	
11																						85	
12																						1,597	70
13																						31	
14																						253	
15																						18	1
TOTAL	1	102	428	661	774	867	941	991	1,011	1,011	911	937	776	732	659	290	106	29	6			10,815	141

## Region 2

[illegible]

### Region 3

[illegible]

## Region 4

	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL	IDENT. UNSERVED	
1							55	547	641	687	644	548	599	533	298	244	37	1		4,849	97	
2							2	6	3	4	5	1	2	1	1	3	1			45		
3																				539	7	
4							64	256	258	218	372	405	429	519	436	419	234	15	15	3	4,089	28
5											14	10	10	5	5	9				112	2	
6							41	445	194	637	672	581	601	579	641	292	196	41	3	5,722	112	
7								3		7	3	9	6	8	6	4	2		1	108		
8										6	4	3	4	6	5	1	2			77	7	
9											2		2	4	5	2	3			19	1	
10								4	3	7			7	7	5	3				99	2	
11																				2,802	37	
12													6	4	6	7	4		10	4	143	5
13													9	49	59	46	44	4	16	6	519	
14								4	5	4	3	4	3	3	2	2	1			41		
15																						
16																						
17																						
18																						
19																						
20																						
21																						
TOTAL							54	5	54	58	64	53	41	37	72	5	1			19,161	298	





**TABLE 7****Exceptional Children in Student Setting by Region**

REGION	REGULAR INDIRECT	REGULAR DIRECT	RESOURCE	BLACK RESOURCE	SELF-CONTAINED	SPECIAL DAY SCHOOL	HOME/HOSPITAL	TOTAL
REGION I	849	530	6,031	2,444	823	103	35	10,815
REGION II	1,325	560	11,685	2,252	1,693	182	71	17,768
REGION III	810	546	14,730	6,311	3,372	126	120	26,015
REGION IV	2,221	467	11,650	2,353	2,159	248	67	19,165
REGION V	1,441	1,693	19,944	5,284	3,553	883	169	32,967
REGION VI	1,314	917	24,945	4,330	2,438	873	140	34,957
REGION VII	750	798	11,713	2,948	861	242	82	17,394
REGION VIII	2,008	1,280	9,378	1,409	897	132	48	15,152
TOTAL	10,718	6,791	110,076	27,331	15,796	2,789	732	174,233

EECP - December 1, 1982

Table 7 shows the number of exceptional children by student setting for each of the eight regions throughout the state. Data are based on the unduplicated December 1, 1982 headcount.

**TABLE 8****Exceptional Children Ethnic Groups by Region**

REGION	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	WHITE	TOTAL
REGION I	35	5,110	4	8	5,658	10,815
REGION II	53	7,085	21	26	10,583	17,768
REGION III	196	11,667	27	112	14,013	26,015
REGION IV	85	7,294	55	1,845	9,886	19,165
REGION V	203	8,820	21	192	23,731	32,967
REGION VI	229	9,392	43	65	25,228	34,957
REGION VII	55	1,973	6	7	15,353	17,394
REGION VIII	31	1,273	9	91	13,748	15,152
TOTAL	887	52,614	186	2,346	118,200	174,233

EEOP - December 1, 1982

Table 8 shows the number of exceptional children by ethnic group for each region. Data are based on the unduplicated December 1, 1982 headcount.

## THE STATUS OF EXCEPTIONAL CHILDREN PROGRAMS IN THE LEAs

North Carolina has 143 local education agencies (LEAs) serving public school youngsters throughout the state. Table 9 shows the students in membership being served by exceptional children programs in the county and city administrative units. The figures represent an unduplicated count of children (ages 0-21) who have Individual Education Plans (IEPs) and are eligible for federal and state funds as of December 1, 1982. Also included in this table are the number of teachers reported for each LEA as of December 1, 1982.



## Exceptional Children Programs by LEA

[illegible][illegible]

### Exceptional Children Programs by LEA, Continued

[illegible]

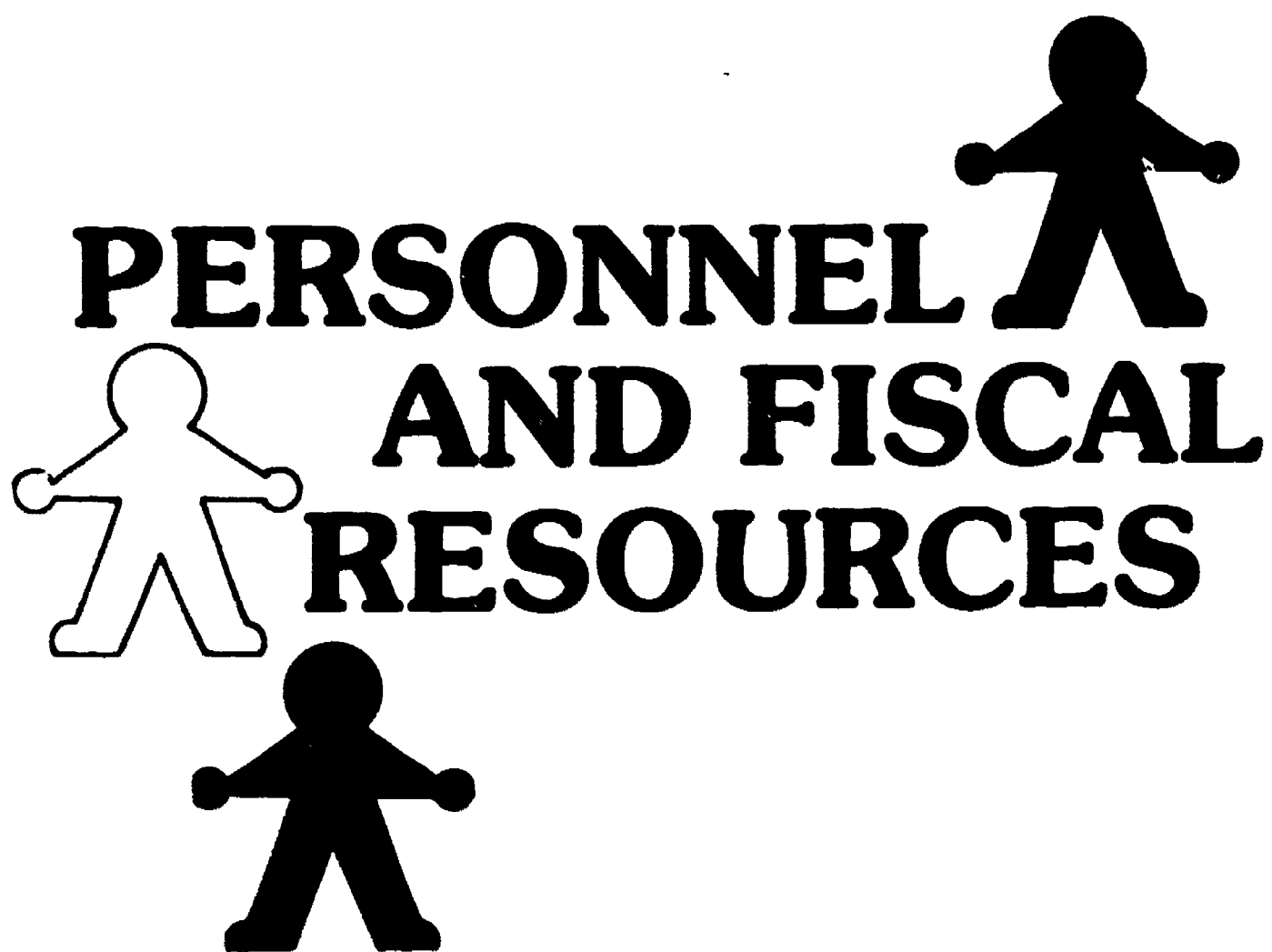
SCHOOL DATA														TOTAL		NO. OF TEACHERS	
AGE	SEX	STATUS	EDUCATION	RELIGION	ETHNICITY	LANGUAGE	HEALTH	MENTAL	PHYSICAL	EMOTIONAL	BEHAVIORAL	ADAPTATION	TEACHING	ASSESSMENT	RECOMMENDATION	NOTES	
18-24	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
25-34	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
35-44	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
45-54	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
55-64	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
65-74	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
75-84	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
85-94	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
95-104	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
105-114	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
115-124	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
125-134	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
135-144	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
145-154	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
155-164	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
165-174	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
175-184	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
185-194	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
195-204	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
205-214	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
215-224	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
225-234	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
235-244	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
245-254	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
255-264	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
265-274	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
275-284	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
285-294	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
295-304	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
305-314	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
315-324	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
325-334	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
335-344	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
345-354	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
355-364	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
365-374	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
375-384	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
385-394	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
395-404	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
405-414	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
415-424	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
425-434	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
435-444	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
445-454	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
455-464	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
465-474	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
475-484	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
485-494	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
495-504	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
505-514	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
515-524	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
525-534	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
535-544	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
545-554	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
555-564	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
565-574	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
575-584	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
585-594	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
595-604	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
605-614	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
615-624	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
625-634	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
635-644	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
645-654	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
655-664	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
665-674	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
675-684	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
685-694	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
695-704	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
705-714	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
715-724	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
725-734	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
735-744	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
745-754	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
755-764	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
765-774	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
775-784	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
785-794	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
795-804	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
805-814	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
815-824	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
825-834	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
835-844	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
845-854	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
855-864	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
865-874	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
875-884	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
885-894	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
895-904	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
905-914	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
915-924	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
925-934	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
935-944	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
945-954	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
955-964	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
965-974	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
975-984	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
985-994	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
995-1004	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
1005-1014	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
1015-1024	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
1025-1034	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
1035-1044	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
1045-1054	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
1055-1064	M	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
1065-1074	F	ENROLL	HS GRAD	CHR	W	ENGLISH	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	
1075-1084	M	EN															

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### Exceptional Children Programs by LEA, Continued

[illegible]



# **PERSONNEL AND FISCAL RESOURCES**

## THE STATUS OF PERSONNEL STATEWIDE

During the 1982-83 school year, the North Carolina public schools funded a total of 6,218 teachers in the following areas of certification:

Academically Gifted:	(AG)
Cross-Categorical (Mild/Moderate Handicapped)	(CC)
Severely Emotionally Handicapped	(EH)
Hearing Impaired	(HI)
Specific Learning Disabilities	(LD)
Mentally Handicapped	(MH)
Physically/Orthopedically Handicapped	(PH)
Speech-Language Impaired	(SI)
Severely/Profoundly Mentally Handicapped	(SP)
Visually Impaired	

Those teachers served exceptional children according to these settings:

- Regular Classroom with Support Service (Consultant/Support Teacher)  
A special education teacher who provides services to regular classroom teachers and identified students with special needs within the regular classroom.
- Resource (Part-Time Special Class)  
A special education teacher who provides educational services to handicapped and gifted students up to 25% of the student's day - includes speech and itinerant service.
- Cross-Categorical  
A special education teacher who provides educational services to handicapped and gifted students of more than one classification up to 25% of the student's day.
- Block Resource (Part-Time Special Class)  
A special education teacher who provides educational services to handicapped and gifted students for 26 to 50% of the student's day.
- Self-Contained (Full-Time Special Class)  
A teacher who provides special education to handicapped and gifted students for more than 50% of the student's day.
- Special Day School  
A special education teacher who provides services to students in a separate building or school. (Developmental Day Care Center, Head Start, Pre-School Satellite Hearing Impaired Program, and/or a public day school for a special classification of handicapped children, i.e., TMH.)
- Home/Hospital  
A teacher who provides special education to handicapped and gifted students who are confined to the home or a hospital.

Funds for exceptional children personnel include dollars spent from state aid for exceptional children funds (SA-EC); regular state allocations; federal dollars (Title VI-B), ECIA, Chapter I, Handicapped, Title VI-C, VI-D, and VE (Handicapped, Part B); and from funds provided by local boards of education.

TABLE 10

## State Summary of Personnel

CATEGORY	TEACHERS			FUNDING SOURCE						
	Certified	Non-Certified	TOTAL	State Aid	Other State	VI-B & Incentive	Other Federal	Local	Other	TOTAL
AG	641	171	812	626	129	2	3	51	1	812
CC	99	6	105	85		19			1	105
EH	319	28	347	155	6	164	4	11	7	347
HI	101	1	102	53	5	35	3	5	1	102
LD	1,353	68	1,421	1,186	8	181	3	43		1,421
MH	2,562	60	2,622	2,248	24	262	6	63	19	2,622
PH	94	1	95	54	12	16	1	2		95
SI	604		604	473	6	107	6	12		604
SP	88	6	94	44	15	27	2	5	1	94
VI	16		16	12		4				16
AIDE				888	44	588	28	111	92	1,751
TOTAL*	5,877	341	6,218	4,946	205	817	28	192	30	6,218*

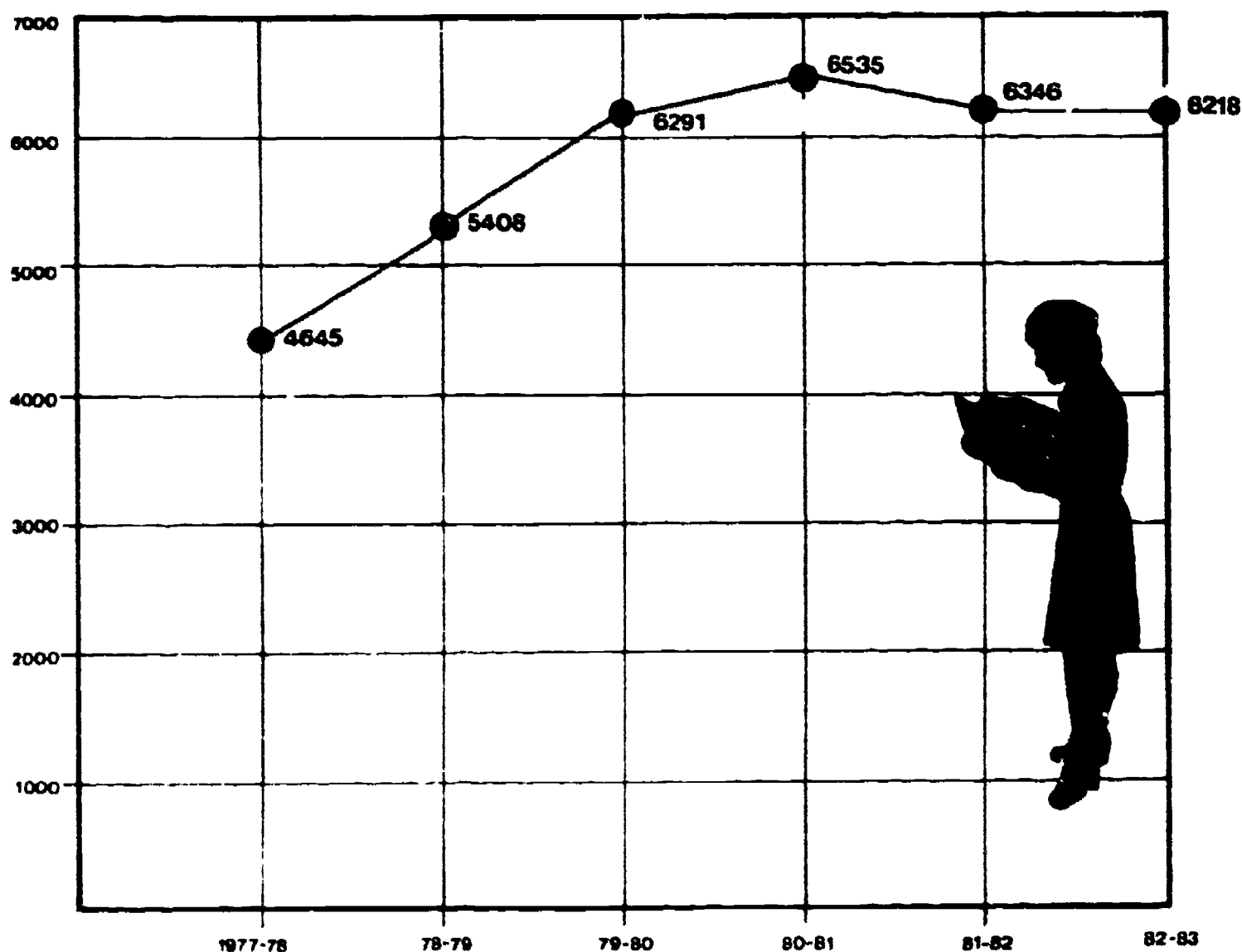
CATEGORY	ORGANIZATION BY STUDENT SETTING						
	Regular Class w/ Consultation	Resource	Block Resource	Self-Contained	Special Day School	Home/Hospital	TOTAL
AG	39	546	155	66	2		808
CC	10	270	82	60		4	426
EH	9	51	36	243	26	1	366
HI	7	44	15	34			100
LD	39	956	214	136	2	8	1,362
MH	40	934	468	676	160	52	2,350
PH	3	3		36	36	14	92
SI	51	512	16	6	9		594
SP		18	2	42	43		105
VI	4	11					15
TOTAL	202	3,347	1,013	1,299	278	79	6,218

\*The number of aides is not included in the total.

Table 10 shows the 1982-83 summary data of personnel by funding source and by the type of class setting as reported on the October 1, 1982 ELOP.

**FIGURE 3**

**Growth in the Number of Teachers  
of Exceptional Children  
Since 1977**



As the number of exceptional children receiving special education has steadily increased during the years since 1970, likewise, the number of teachers serving exceptional children has increased to the present number of 6,218 for school year 1982-83. A small decline in number has occurred since the 1980-81 school year primarily because exceptional children programs have not received substantial increases in appropriations, although the cost of teachers salaries and related services have increased.

**TABLE 11**  
**Numbers of Exceptional Children Teachers in the Public Schools**  
**1977-1983**

CATEGORY	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
AG	405	757	1,010	1,030	934	812
AU*	25	29	32	42		
CC					130	105
DB*	35	10	3	2		
EH	116	209	307	318	319	347
HI	92	84	146	99	126	102
LD	969	1,128	1,423	1,682	1,402	1,421
MH**	2,223	2,338	2,452	2,358	2,615	2,622
MU*	54	65	75	111		
OH*	70	57	58	74		
EPIL*	13	7		10		
PG*	44	34	35	28		
PH	61	61	66	68	103	95
CP*	13	16	15	21		
SI	437	501	580	608	634	604
SP	65	83	68	59	62	94
VI	23	29	21	25	21	16
TOTAL	4,645	5,408	6,291	6,535	6,346	6,218

\*Prior to the 1981-82 school year exceptional children teachers were reported by the category of children they were teaching. Beginning with the 1981-82 school year, school systems began reporting the number of exceptional children teachers by the type of certification held.

\*\*MH - Combines EM and IM Totals

Table 11 shows the number of exceptional children teachers from 1977-1983 by category. Beginning with the 1981-82 school year a cross-categorical certification was offered for the first time. Teachers with training in more than one area of exceptionality qualify for this certification.



**FIGURE 4**  
**Increase in**  
**Teachers of Exceptional Children**  
**1970 - 1983**

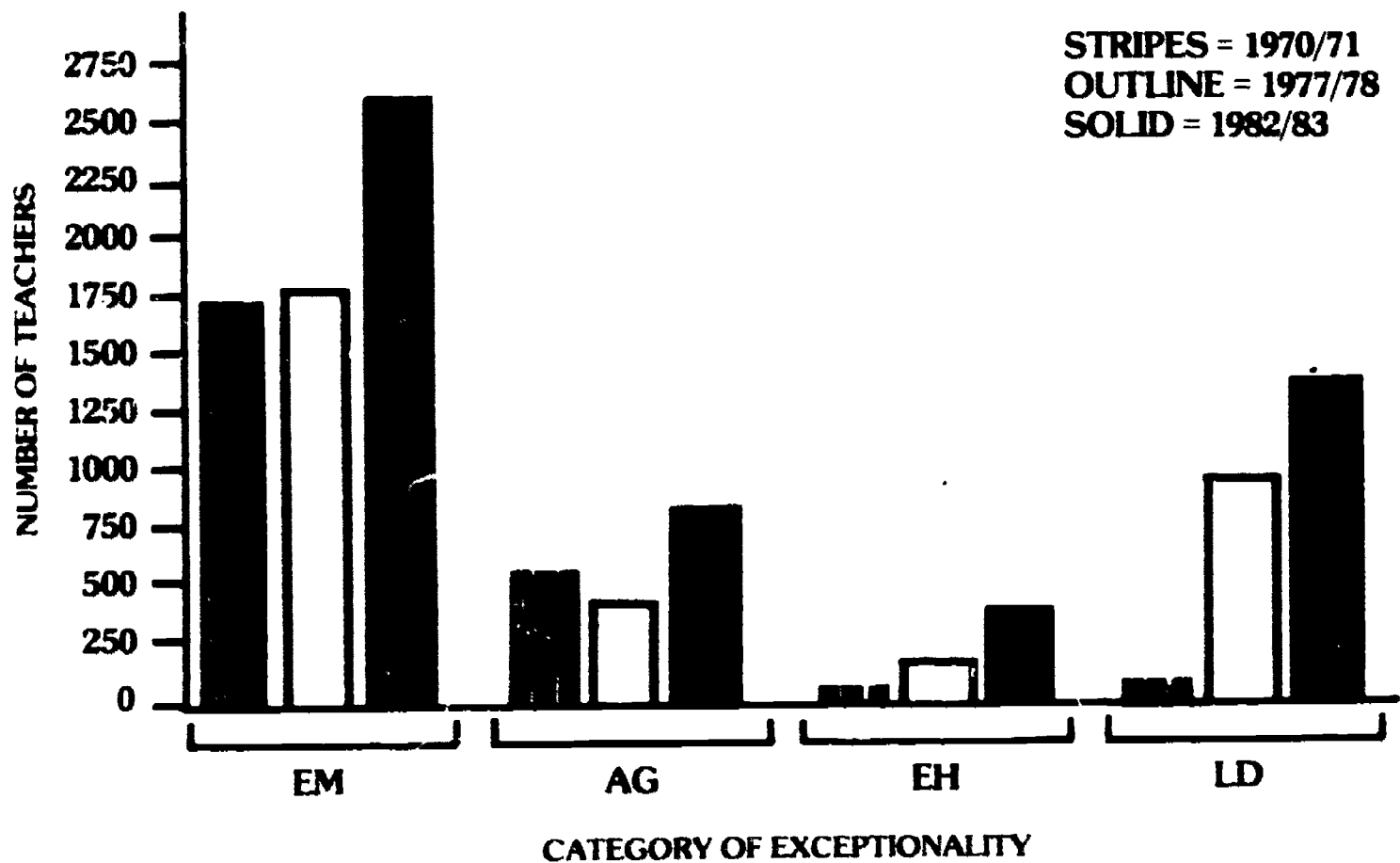


Figure 4 reflects the growth in numbers of teachers of exceptional children for four categories. As reflected in the data the implementation of federal law P.L. 94-142 and state law Chapter 927 (now called Article 9) in 1977 resulted in increased services to exceptional children in all of the categories shown.

AG - Academically Gifted  
EH - Seriously Emotionally Handicapped  
EM - Educable Mentally Handicapped  
LD - Specific Learning Disabled

**FIGURE 5**  
**Percent Increase in**  
**Teachers of**  
**Exceptional Children**  
**1970 - 1983**

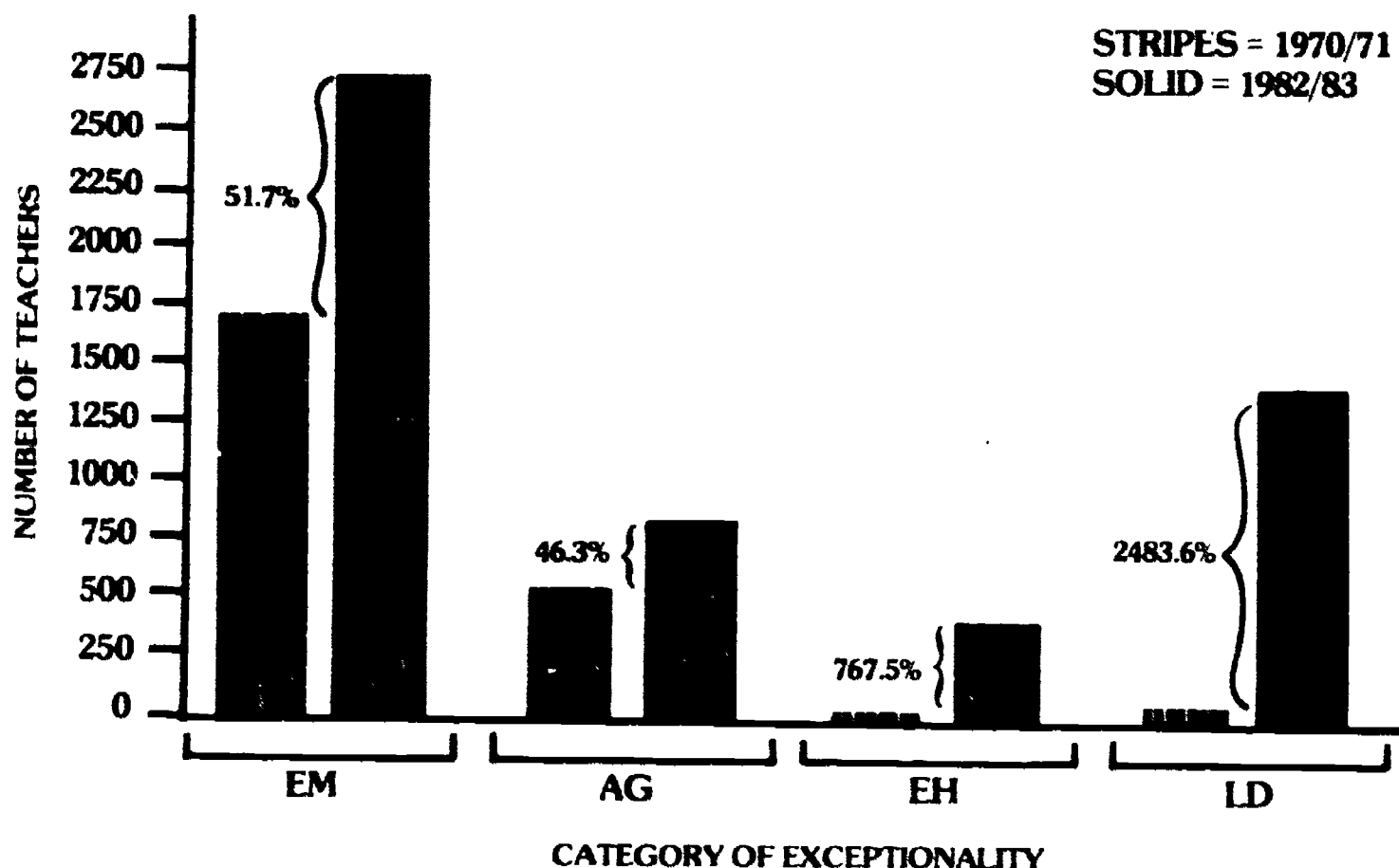


Figure 5 reflects the increase of teachers in four specific categories over a thirteen-year period. Programs for the seriously emotionally handicapped (EH) and the specific learning disabled (LD) have expanded significantly over the past thirteen years. Inclusion of LD as a handicapping condition in P.L. 94-142 resulted in expansion of programs for LD children and increased numbers of teachers needed to serve them.

**FIGURE 6**  
**Percent Increase in**  
**Teachers of**  
**Exceptional Children**  
**1977 - 1983**

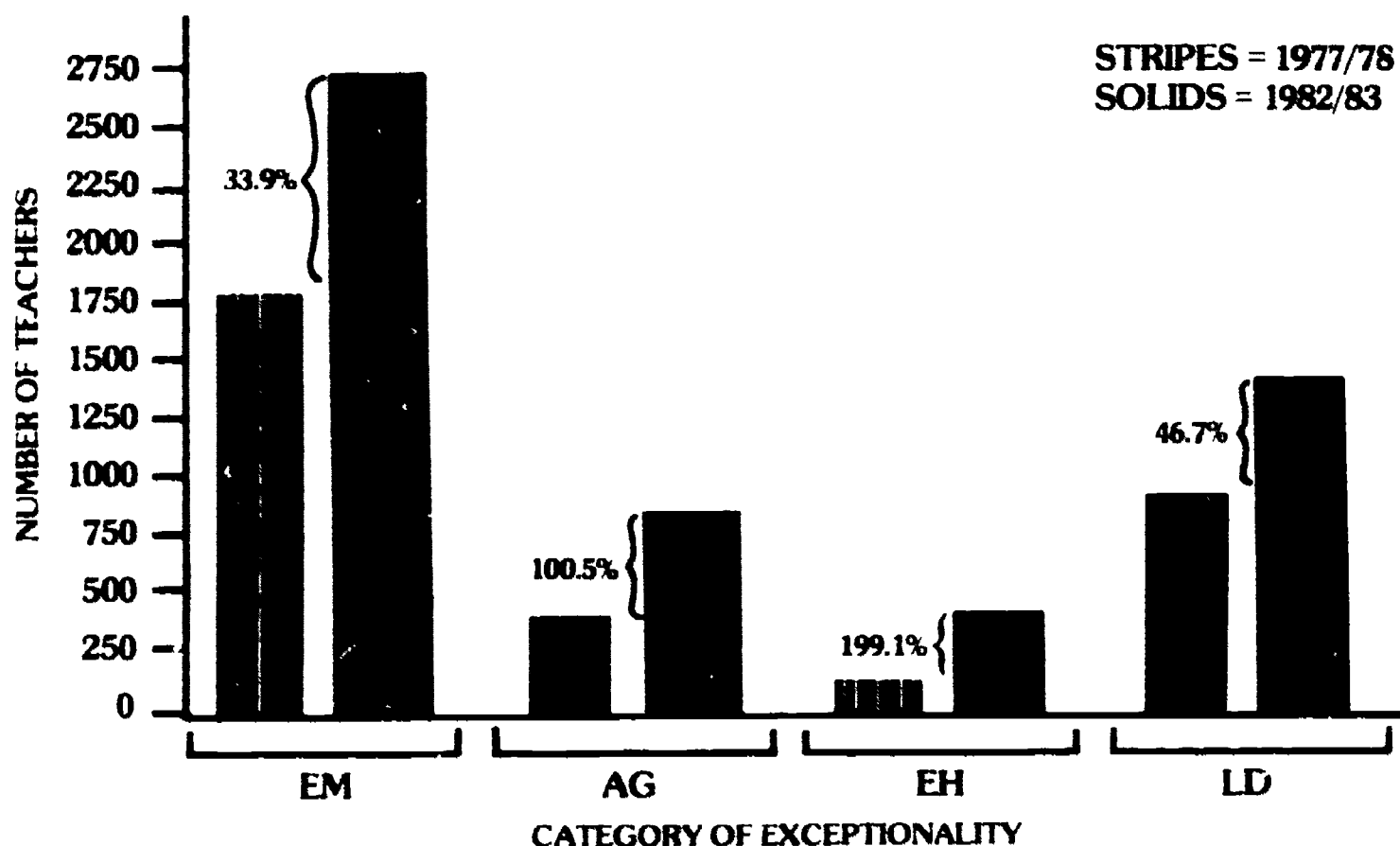


Figure 6 shows the increase in teachers for the past five years. The overall number of teachers serving exceptional children has increased 33.9% since 1977-78. The increase in teachers of the educably mentally handicapped (EM) is the only category reflected here that is increasing commensurate with the overall rate. Although teachers of the academically gifted (AG) increased by 46.3% from 1970 to 1983 (Figure 5), as can be seen in Figure 6 the most significant growth (100.5%) occurred during the past five years.

## THE FINANCIAL STATUS REPORT

The funding of exceptional children programs began in North Carolina in the school year 1949-50 when the state funded 55 teaching positions to serve 2,175 exceptional youngsters. The financing of programs has expanded and includes federal, state, and local funds which result in approximately 172 million dollars being allocated during the 1982-83 school year as reported by the local education agencies (LEAs) in the EEOP submitted to the Division for Exceptional Children in the fall of 1982. From those funds, 175,837 identified children (October/December headcount) are being served by 6,218 teachers along with other professional and paraprofessional personnel in an attempt to provide a free and appropriate public education to all exceptional children as required in federal and state legislation.

Five sources of money provide the funding for exceptional children programs:

State Aid - Money allocated by the state legislature

Other State - Average Daily Membership (ADM) allotments

Federal - P.L. 94-142, ECIA Chapter I Handicapped (Part B, Handicapped)  
CETA, ECIA Chapter 2, and Vocational Education monies

Local - Money allocated by county commissioners

Other - Money allotted from other state agencies (Department of Human Resources/Department of Corrections)

TABLE 12

## State Utilization of Funds Summary

	STATE AID	OTHER STATE	VI-B AND INCENTIVE	OTHER FEDERAL	LOCAL	OTHER	TOTAL
ADMINISTRATIVE	\$ 78,388,885	\$ 2,896,271	\$13,061,249	\$ 506,561	\$ 5,220,696	\$322,173	\$100,395,794
ADULT	5,690,259	198,884	4,046,258	260,445	1,489,875	55,315	11,701,036
ADULT DAY	2,856,308	217,783	350,148	21,568	403,585	1,384	3,850,775
PSYCHOLOGISTS	2,137,770	271,274	1,285,332	45,326	1,216,948	18,590	4,975,240
SERIAL	884,436	28,526	197,612	6,613	306,323	6,176	1,434,686
PHYSICAL THERAPISTS	22,819		500,335	61,745	69,973		654,872
OCUPATIONAL THERAPISTS	40,193		243,176	38,461	94,834		416,665
ADULT TUTORING	151,076		231,085		5,936		388,097
SCHOOL WORKERS		345,970	314,663	78,050	639,902		1,378,555
NURSES		30,490	83,399	25,610	43,146		182,645
ADAPTIVE P.E.			31,230		36,675		67,905
ADAPTIVE P.E.		84,416	4,243				88,659
ADAPTIVE P.E.		54,393	2,863	16,308	2,338		75,903
ADAPTIVE P.E.	615,303	1,270,094	297,497	29,962	312,044	23,951	2,548,851
ADAPTIVE P.E.	18,591,453	1,037,228	4,851,879	184,081	1,686,841	77,278	26,428,780
ADAPTIVE P.E.	815,787	8,849	221,312	10,635	52,241	370	1,109,194
ADAPTIVE P.E.	164,320	18,623	187,321	6,649	261,210	4,750	742,873
ADAPTIVE P.E.	348,769	4,579	117,319	6,633	45,109	6,096	528,505
ADAPTIVE P.E.	1,171,930	58,629	532,413	141,216	565,999	23,004	2,493,191
ADAPTIVE P.E.	261,872	4,960	173,242	14,397	90,322	25,774	570,567
ADAPTIVE P.E.	2,000						2,000
ADAPTIVE P.E.	34,200	1,580,823	91,407	729	245,618		1,952,782
ADAPTIVE P.E.	250	2,388,589	2,430		28,120		2,419,389
ADAPTIVE P.E.			226,500				226,500
ADAPTIVE P.E.	135,420		74,712		67,277	1,500	268,909
ADAPTIVE P.E.	53,789	190,319			151,234	49,733	445,075
ADAPTIVE P.E.	61,194	5,877	180,130	5,400	37,994	1,500	292,095
ADAPTIVE P.E.	1,360,733	203,046	1,378,056	97,271	740,874	9,000	3,788,995
ADAPTIVE P.E.			43,372	610	900	450	45,332
ADAPTIVE P.E.			473,722	11,293	2,117		487,132
ADAPTIVE P.E.	319,501	76,243	1,091,665	123,549	185,564	12,030	1,808,552
TOTAL	\$114,223,243	\$10,475,836	\$30,394,570	\$1,693,112	\$13,963,700	\$639,038	\$171,789,539

The above table shows the breakdown of budgeted expenditures for the 1982-83 school year. The data reflect amounts of budgeted expenditures by category, state and local funds. Budgeted expenditures are reported on the October 1, 1982 IFOP.

**FIGURE 7**  
**Percentage of Expenditures for Exceptional Children**  
**Programs 1970-1971**

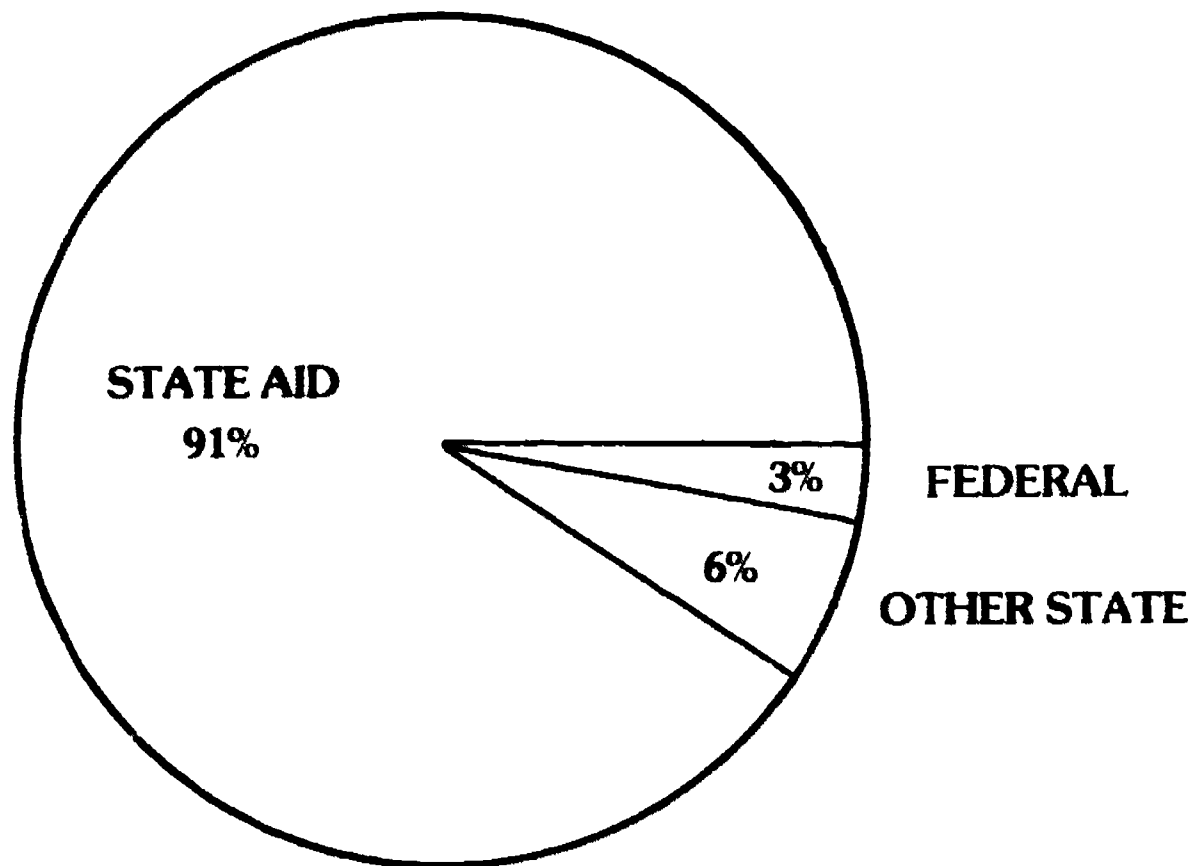


Figure 7 represents the percentage of expenditures for the year 1970-71 which reflect only state and federal dollars. The percentages do not include local expenditures which are not available in the state agency.

**FIGURE 8**  
**Percentage of Expenditures for Exceptional Children**  
**Programs 1977-1978**

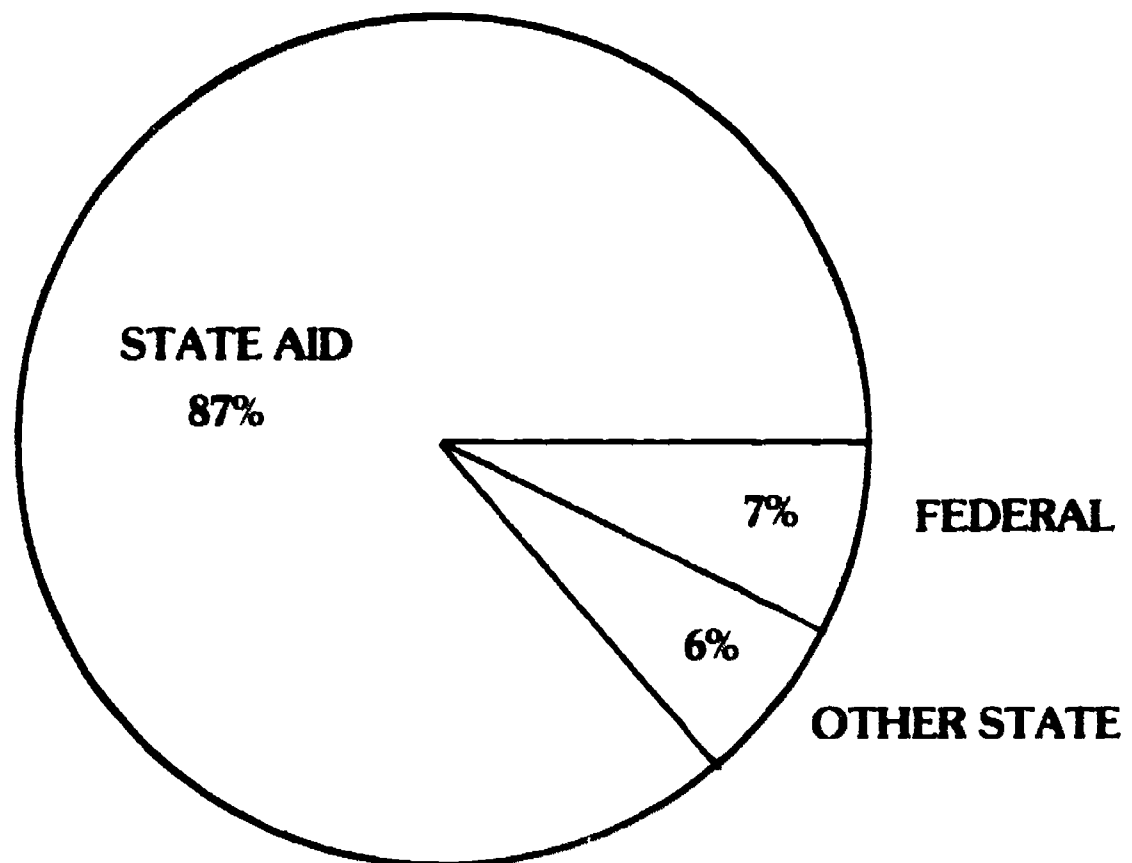


Figure 8 shows the percentage of expenditures for the school year 1977-78. Although the percentage of state aid is less for the 1982-83 school year than for the 1977-78 school year, the actual dollar amount for 1982-83 exceeds the amount for 1977-78.

**FIGURE 9**

**Percentage of Expenditures for Exceptional Children  
Programs 1982-1983**

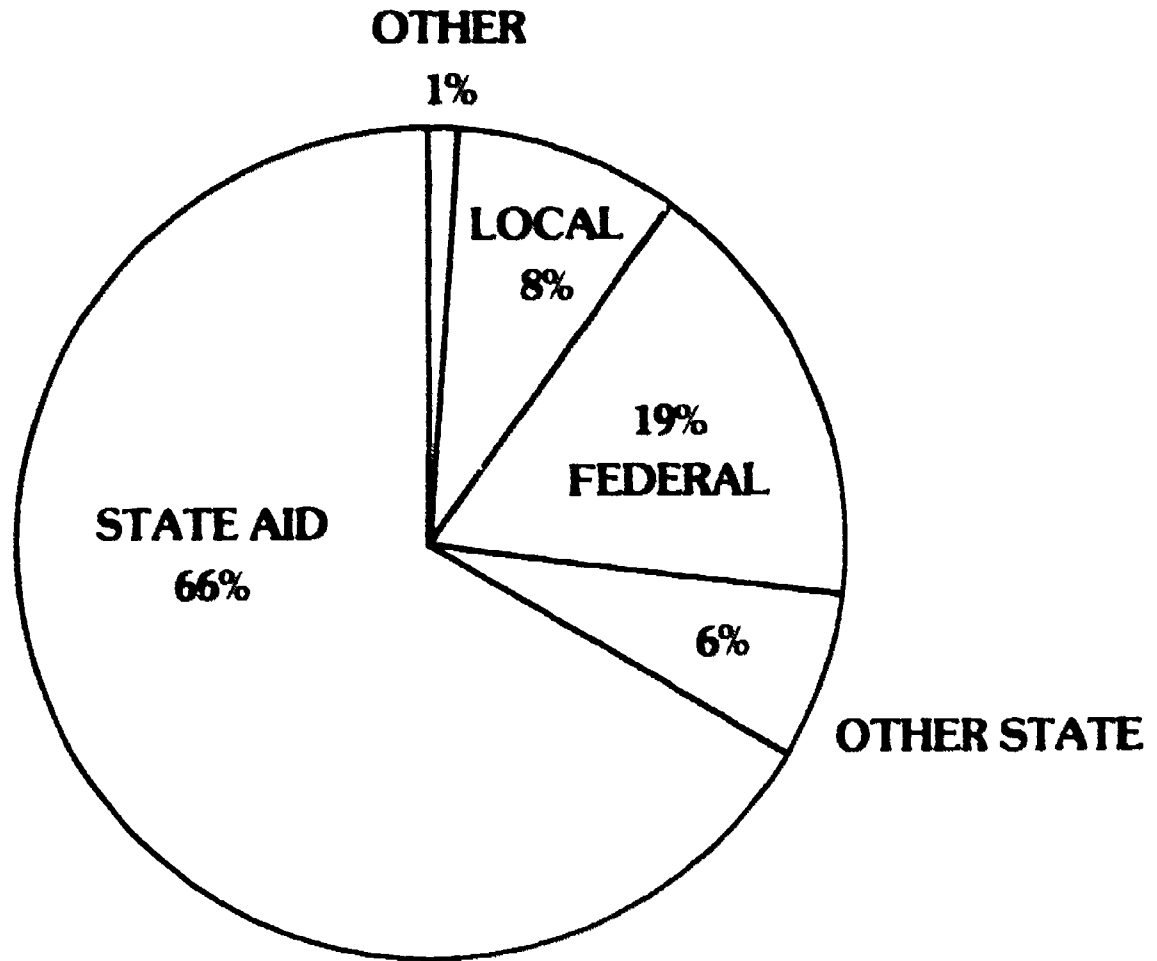


Figure 9 represents the percentage of state aid, other state, federal, local and other monies budgeted for exceptional children. Since 1977-78 with the implementation of P.L. 94-142, the percentage of federal allocations has more than doubled.





# **STATE-OPERATED PROGRAMS**

## **THE STATUS OF STATE-OPERATED EXCEPTIONAL CHILDREN PROGRAMS**

Services to exceptional children extend beyond the public school setting in North Carolina to other state agencies, specifically the Department of Human Resources (DHR) and the Department of Correction (DOC). Exceptional Children programs which are located in DHR and DOC facilities are referred to as state-operated programs. These state-operated programs receive state and federal allocations and are identified as local educational agencies (LEAs) by state legislation. Although residential services have long been provided for exceptional children in North Carolina, allocations for the provision of educational services to exceptional children in state-operated programs (with the exception of the schools for the deaf and blind) have only occurred since the 1960's.

State-operated programs within DHR include the following residential schools:

- Governor Morehead School for the Blind
- North Carolina Schools for the Deaf -  
Central (Greensboro), Eastern (Wilson),  
NCSD (Morganton)
- Lenox Baker Children's Hospital of North Carolina
- Mental Retardation Centers -  
Caswell, Murdoch, O'Berry, Western Carolina,  
Black Mountain
- Psychiatric Hospitals -  
Broughton, Cherry, Dix, Umstead, Whitaker School
- Wright School

Included as DHR facilities are the Division of Youth Services training schools:

- C. A. Dillon
- Doobs
- Juvenile Evaluation Center
- Samarkand
- Stonewall Jackson

The Department of Correction (DOC) provides special education to incarcerated youth who qualify for services in the following facilities:

- Burke Youth Center
- Cameron-Morrison
- Harnett
- Polk
- Richard T. Fountain
- Sandhills
- Western Correctional Center

# TABLE 13

## Extent to Which State-Operated Programs are Providing Special Education

CATEGORY	STUDENT AGE																					TOTAL	
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21
AG																							
AU																							
DB								1	1		2	2	3	1	3	5		5	2	1	3		29
EH									4	5	8	6	4	9	15	14	23	13	2				103
EM		8	9	6	3						1												27
HI	1	14	45	40	50	29	26	32	44	49	60	39	36	51	46	38	43	46	110	34	4		937
LD					1																		1
MU	1	19	14	25	19	9	1	6	6	8	7	9	15	26	20	38	46	56	75	64	81	65	610
OH		6		3	2	1		2	1	2	1		1						1				20
PG																							
PH		8	12	4	2		1																27
SI		2	10	14	8	1																	35
SP				3	2													1	2		1		9
TM			4	2	2	1										1							10
VI						4	6	4	10	10	10	15	17	10	17	19	18	11	24	9	3	3	190
TOTAL	2	57	94	97	70	45	34	45	66	74	70	71	76	97	101	115	130	232	216	108	92	68	1,998

Table 13 shows the number of students served in state-operated programs (excluding the Division of Youth Services and the Department of Correction) by age and category for the 1982-83 school year as reported on the December 1, 1982 EEOP.

**TABLE 14**

**Extent to Which State-Operated Programs are Providing Special Education**

CATEGORY	ETHNIC GROUP						STUDENT SETTING						
	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	WHITE	TOTAL	REGULAR INDIRECT	REGULAR DIRECT RESOURCE	BLOCK RESOURCE	SELF-CONTAINED	SPECIAL DAY SCHOOL	HOME/HOSPITAL	TOTAL
AG													
AU													
DB		11			18	29				6	23		29
EH		22			81	103					33	95	128
EM		5		2	20	27				2		25	27
HI	4	351	3	16	563	937	376			361	200		937
LD					1	1						1	1
MU	1	245	1	10	353	610				61	172	377	610
UH		2			18	20				10	3	7	20
PG													
PH		1	1		25	27						27	27
SI		4			31	35						35	35
SP				1	8	9					4	5	9
TM		1			9	10					1	9	10
VI		80		6	104	190		98		92			190
TOTAL	5	722	5	35	1,231	1,998	376	98		532	436	556	1,998

FEIP, December 1, 1982

Table 14 shows the breakdown of students in state-operated programs by ethnic group and type of student setting. The following ethnic group percentage comparisons show state-operated programs to be similar to the total public school population:

Ethnic Group	Percent of State-Operated Programs	Percent of Total School Population
Asian	.25%	.48%
Black	36.10%	30.43%
Hispanic	.25%	.22%
American Indian	1.80%	1.57%
White	61.60%	67.28%

# TABLE 15

## Summary of Personnel for State-Operated Programs

C A T E G O R Y	C E R T I F I C A T I O N			F U N D I N G   S O U R C E							O R G A N I Z A T I O N   B Y   S T U D E N T   S E T T I N G						
	C E R T I F I E D	N O N - C E R T I F I E D	T O T A L	S T A T E   A I D	O T H E R   S T A T E	V I - B & I N C E N T I V E	O T H E R   F E D E R A L	L O C A L	O T H E R	T O T A L	R E G U L A R   C L A S S R O O M C O N S U L T A N T / S U P P O R T	R E S O U R C E	B L O C K   R E S O U R C E	S E L F - C O N T A I N E D	S P E C I A L   D A Y   S C H O O L	H O M E / H O S P I T A L	T O T A L
AG																	
CC	8		8	1	2		5			8				7		1	8
EH	51	11	62	8	21		6		27	62				16	4	42	62
HI	140	8	148		141		7			148		4	1	132	11		148
LD	2		2						2	2						2	2
MH	68	15	83	2	57		6		18	83		4	6	59		14	83
PH	1		1		1					1				1			1
SI	14		14		11		3			14				14			14
SP																	
VI	55		55		53			2		55	40			15			55
AIDES*					152		25		37	214							
TOTAL	339	34	373	11	286*		27*	2	47*	373	40	8	7	244	15	59	373

\*Number of aides not included in totals.

EEOP, October 1, 1982

Table 15 presents the number of teachers and aides serving exceptional children in state-operated programs. A total of 373 teachers provide instruction to 1,998 students age 0-21.

**TABLE 16**

**Extent to Which the Division of Youth Services  
is Providing Special Education**

CATEGORY	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
AG																1							1
AU																							
DB																							
EH											1		2	6	13	38	34	7					101
EM													1	7	8	15	23	2					56
HI															1		1						2
LD													1	1	5	7	7	1					22
MU													1	3	3	5	5	4					21
OH																							
PG																							
PH																							
SI														2	6	6	6	2					22
SP																							
TM															1		1						2
VI																1							1
TOTAL											1		5	19	37	73	77	16					228

FEHP, December 1, 1982

The number of exceptional students by category and age being served in training schools through the Division of Youth Services of the Department of Human Resources is presented in Table 16. Approximately 70% of these students have been identified as emotionally or mentally handicapped.

# TABLE 17

## Extent to Which the Division of Youth Services is Providing Special Education

CATEGORIES	ETHNIC GROUP						STUDENT SETTING							
	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	WHITE	TOTAL	REGULAR DIRECT	REGULAR INDIRECT	RESOURCE	BLOCK RESOURCE	SELF-CONTAINED	SPECIAL DAY SCHOOL	HOME/HOSPITAL	TOTAL
AG					1	1	1							1
AU														
DB														
EH		48	1		52	101	41		28		32			101
EM		39		5	12	56	19		37					56
HI					2	2	2							2
LD		14			8	22	5	3	14					22
MU		18		1	2	21	9	3	9					21
NH														
PD														
PH														
SI		12	1		9	22		22						22
SP														
TM				2		2			2					2
VI					1	1	1							1
TOTAL		131	2	8	87	228	78	28	90		32			228

Table 17 presents the ethnic make-up of PYS special education students. Of this group 57.5% are Black and 32.27% white compared to the total school population percentages of 30.43% and 67.28% respectively.

U.S.P., December 1, 1982

**TABLE 18**

**Summary of Personnel for the Division of Youth Services**

C A T E G O R Y	C E R T I F I C A T I O N			F U N D I N G   S O U R C E							O R G A N I Z A T I O N   B Y   S T U D E N T   S E T T I N G						
	C E R T I F I E D	N O N - C E R T I F I E D	T O T A L	S T A T E   A I D	O T H E R   S T A T E	V I - B   &   I N C E N T I V E	O T H E R   F E D E R A L	L O C A L	O T H E R	T O T A L	R E G U L A R   C L A S S R O O M C O N S U L T A N T / S U P P O R T	R E S O U R C E	B L O C K   R E S O U R C E	S E L F - C O N T A I N E D	S P E C I A L   D A Y   S C H O O L	H O M E / H O S P I T A L	T O T A L
AG																	
CC																	
EM	7		7		7					7	4	2		1			7
HI																	
LD	43		43		42		1			43	41	2					43
MH	7		7		7					7	5	2					7
PH																	
SI																	
SP																	
VI																	
AIDES																	
TOTAL	57		57		56		1			57	50	6		1			57

SE P, October 1, 1982

Table 18 provides a summary of DYS personnel serving exceptional students. A total of 57 teachers are providing instruction to 228 students, a ratio of 4 students to 1 teacher.



**TABLE 19****Extent to Which the Department of Correction  
is Providing Special Education**

CATEGORY	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
AG																							
AU																							
DB																							
EH															1	1	5	22	19	4	7		59
EM																1	1	8	20	6	9	2	47
HI																				1	1		2
LD																2	4	32	31	17	9	4	99
MJ																1	1	3	1	3	1		10
OH																					1		1
PG																							
PH																							
SI																				1	3		4
SP																							
TM																							
VI																							
TOTAL															1	5	11	65	71	32	31	6	222

Source: December 1, 1982

Table 19 presents data from the Department of Correction by category of exceptionality and age. The majority of students (92%) fall into the categories of serious emotionally handicapped (EH), educable mentally handicapped (EM) and specific learning disabled (LD).

**TABLE 20**

**Extent to Which the Department of Correction  
is Providing Special Education**

CATEGORY	ETHNIC GROUP						STUDENT SETTING							
	ASIAN	BLACK	HISPANIC	AMERICAN INDIAN	WHITE	TOTAL	REGULAR DIRECT	REGULAR INDIRECT	RESOURCE	BLOCK RESOURCE	SELF-CONTAINED	SPECIAL DAY SCHOOL	HOME/HOSPITAL	TOTAL
AG														
AU														
DB														
EM		30		1	28	59	2	1	29	1	25		1	59
EM		38		2	7	47	7		26	3	11			47
HI		1			1	2	1		1					2
LD		56		2	41	99	9		78	10	1		2	99
MU		4			6	10	1		2	6				10
OH					1	1			1					1
PG														
PH														
SI		2			2	4	1		3					4
SP														
TM														
VI														
TOTAL		151		5	86	222	21	1	140	20	37		3	222

SEP, December 1, 1982

Ethnic group and type of educational placement data is presented in Table 20. Ethnic percentages reflect 59% Black, 2.3% American Indian and 38.7% White. In the total public school population these same ethnic groups represent 30.43% Black, 1.57% American Indian and 67.28% White. Of these same students 82% are being served in a mainstreamed setting within the Department of Correction.

**TABLE 21**

**Summary of Personnel for the Department of Correction**

	CERTIFICATION			FUNDING SOURCE							ORGANIZATION BY STUDENT SETTING						
CATOGORY	CERTIFIED	NON-CERTIFIED	TOTAL	STATE AID	OTHER STATE	VI-B & INCENTIVE	OTHER FEDERAL	LOCAL	OTHER	TOTAL	REGULAR CLASSROOM CONSULTANT/SUPPORT	RESOURCE	BLOCK RESOURCE	SELF-CONTAINED	SPECIAL DAY SCHOOL	HOME/HOSPITAL	TOTAL
AG	1		1		1					1	1						1
CC	7		7		7					7	4	3					7
EH	5		5		5					5	3			2			5
HI	1		1		1					1	1						1
LD	15	2	17		17					17	9	8					17
MH	8		8		7		1			8	5	1		2			8
PH																	
SI	1		1		1					1		1					1
SP																	
VI																	
AIDES *							2			2							
TOTAL	38	2	40		39		1			40	23	13		4			40

EEOP, October 1, 1982

The 222 exceptional students being served in the Department of Correction are provided services by 40 teachers as presented in Table 21. This represents a ratio of 5.5 children for every teacher.

\*Number of aides not included in total.